DOCUMENT RESUME

ED 220 372 SO 014 225

TITLE	Exploring My World. Social Studies Interim Grade Guide for Kindergarten.
INSTITUTION	Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
REPORT NO	ISBN-0-86497-031-5
PUB DATE	81
NOTE	39p.; For related documents, see SO 014 224-232.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Childhood Attitudes; *Childhood Needs; Child Role; Comparative Education; Discovery Learning; Individual Development; Kindergarten; Neighborhoods; Primary Education; *Self Concept; Self Esteem; *Social Studies; Units of Study

ABSTRACT

The social studies curriculum for kindergarten in Manitoba, Canada is presented in this guide. The focus of this guide is exploring my world. Some objectives are to explore: (1) the many facets of self; (2) the characteristics, competencies, experiences, and attitudes that kindergartners have in common with others; and (3) the ways they and others are unique. The units are: Myself and Others, My School and Its Neighborhood, and Changes in Me and My World. As topics are presented for each unit, questions are asked, and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of physical characteristics, the question is asked, What do I know about my body? Then the students look at a picture of children and describe the children's outstanding characteristics. Using the description, an outline of a child is drawn on the board. The topic is further developed by activities such as measuring childrens' heights and masses, playing games, and singing songs about body parts. This guide and the others in the series are arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

KINDERGARTEN

EXPLORING MY WORLD

sd 014 285

DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981
Curriculum Development Branch

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENT

Appreciation is extended to the many social studies teachers who provided suggestions and ideas to the working committees during the development of this program. In particular, appreciation is extended to the following teachers, who participated in piloting the kindergarten program.

Mary Stuart-Alper	Principal Sparling School	Winnipeg School Division No. 1
Sandra Fraser	Park Avenue School	Agassiz School Division No. 13
Annie Green	Park Avenue School	Agassiz School Division No. 13
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ISBN 0-86497-031-5

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THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Kindergarten social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

KINDERGARTEN-EXPLORING MY WORLD

KINDERGARTEN GRADE OVERVIEW

The kindergarten social studies program deals with the concept of self in the context of children's immediate physical and social environments. It is designed to provide a means for engaging children in very concrete investigations of various aspects of themselves, their school and its neighbourhood, and changes as they affect them and their immediate environment. The major purposes of the program are to have children explore:

- *The many facets of self as they are expressed in themselves and others.*
- *The characteristics, competencies, experiences, and attitudes that they have in common with others. (Children often assume that their experiences and their perceptions of the world are completely unique and that they are alone in having certain feelings and attitudes. A major purpose of the program is to counter this natural egocentrism with a beginning understanding of the pervasive similarities among people.)*
- *The variety and significance of the ways in which they and others are unique.*
- *Places and their functions in their school and its immediate neighbourhood.*
- *The roles, interactions and interdependencies of the various members of their school.*
- *Change as a phenomenon that affects them and their immediate world in numerous ways.*

UNIT I-MYSELF AND OTHERS

UNIT I OVERVIEW

This unit provides children with opportunities to explore various aspects of themselves. In addition they are encouraged to examine and consider the similarities and differences among individuals. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT I TOPICS AND FOCUSING QUESTONS

I. All About Myself

a. Physical Characteristics

- What do I know about my body? (e.g., height and mass, parts of the body, physical features)?
- What else can I find out about these characteristics?

b. Feelings

- What different feelings do I have?
- When do I have these feelings?

c. Competencies

- What am I able to do? What do I enjoy doing?

d. Jobs, Careers

- What jobs would I like to have? What can I find out about these jobs?

e. Preferences

- What I like and dislike?
- Why do I like and dislike these things?

2. Similarities and Differences

- In what ways am I the same as others?
- In what ways am I different from others?

UNIT I TOPIC OBJECTIVES

Topic 1: All About Myself

Knowledge objectives

The students should be able to:

. describe their major physical characteristics.
. describe various feelings they and others experience.
. identify some situations that are commonly associated with particular feelings.
. describe different things that they can do.
. name and describe some occupations that were studied in class.
. name the common senses and give examples of things detected by each sense.

Thinking and research skill objectives

The students should be able to:

. make comparisons between their height and the height of objects in the classroom.
. act out different feelings through body movement and role playing.
. teach a skill to another student.
. plan questions with the teacher's help and, in a group situation, question people about their jobs.
. translate observations of jobs into different forms through such activities as role playing and art work.
. use their various senses for observation.

Attitude and value objectives

The students should be able to:

. discuss the importance of differences in physical characteristics.
. demonstrate acceptance of individual differences in physical characteristics.
. consider what "rules" they and others have about when and how feelings should be expressed.
. practice tolerance toward feelings expressed by others.
. consider the relationship between being competent at a pursuit and enjoying it.
. see that when people feel good about themselves they want to be competent.
. share and discuss the jobs they like and dislike.
. explain why they would like or dislike particular jobs.
. share some of their preferences and try to explain why they have particular likes and dislikes.

Social participation objectives

The students should be able to:

. plan and carry out an activity aimed at influencing them to be more accepting of individual differences in physical characteristics.
. plan, with the teacher's help, some sort of action directed at influencing a problem related to feelings and how they are expressed and received.
. plan and carry out an activity directed at encouraging the sharing (teaching and learning) of skills among children.
. with the teacher's help, plan and carry out an action aimed at sharing information about jobs with others in their school.
. plan and carry out some actions aimed at encouraging the acceptance of individual differences.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Introduction to Unit

Note: These activities focus on the question:
What do you know about yourself?

. Guessing identity based on clues. The teacher gives the children a series of clues about someone (e.g., This person has hair, _____eyes, likes to _____, is good at _____, etc.) that cover a range of aspects of self and has the children guess who is being described.

. Imaginary friend. Tell the children to imagine that a new family is going to move in next door to them and that one of the children in that family is going to be their friend. Ask the children to say what they would wish that friend to be like. Draw an outline picture of a child on the board and as suggestions are offered, add them by words, colours and simple pictures.

. Now that the children's attention has been focused on the concept of self, ask them what they know about themselves. Record with words and simple drawings the children's offerings. If the offerings tend to be all related to one aspect of self (e.g., physical characteristics or preferences) guide them to other areas. Summarize by drawing their attention to different aspects of self. e.g., What did you tell me about how you look? What you like?...What can you do?...etc. Tell the children that now they are going to have a chance to find out as much as they can about themselves.

Note: It is important to provide some way for the children to keep a cumulative record of what they find out as they participate in activities related to different aspects of themselves. For example:

- trace outline of each child on large sheets of paper ahead of time. The outline and the space around it on the paper can serve as a place to keep track of what is found out about various aspects of themselves.
- plan to accumulate each child's findings in a booklet.

Topic I: All About Myself

a. Physical Characteristics

- What do I know about my body? (e.g., height and mass, parts of the body, physical features)?
- What else can I find out about these characteristics?

Introduction

. Show the class a picture of a small group of children. Pointing to a child in the picture, tell the class that they are to tell you things about the child which would help you pick him or her out of a crowd. (e.g., you have to meet the child at a train station and have never seen him or her before). Help the class summarize their suggestions by putting an outline of a child on the board and writing, drawing and colouring in their observations.

. Now that the children's attention has been focused on physical characteristics, ask them what they know about their own physical characteristics, their own bodies. Record the group's offerings in such a way that they can be saved and used to compare with what children find out in the following developmental activities. Tell the children that they are now going to find out all they can about their physical characteristics. (e.g., going to be detectives or scientists and search for information).

Development

Height and mass.

Development (Cont'd)

. Ask the children to go around the room and find things as tall as they are. Record what objects they came up with. Children can then:

- Draw objects that they are as tall as on a piece of paper that will be a part of their cumulative record.
- Draw objects that they are as tall as on the margins of their outlines.

These can be labelled with the teacher's help.

. Measure children's heights and masses and record this information on a large graph.
e.g., Height: bar graph
Using a large peice of paper that reaches from the floor to well over the height of the tallest child, have each child stand against the paper and mark the height. From this a bar with the child's name and height on it can be made.
e.g., Mass: picture graph
Measure the mass of the children and beside each child's name indicate his or her mass by translating it into a multiple of some common object that the children are familiar with. For example find the mass of a desk or a child's bicycle and then record their mass in picture form in order to show that their mass is as much as 'x' number of desks or bicycles or whatever.
Discuss findings. (What is tallest? What is shortest? Can you think of times it might be good to be short?...tall?)

Note: These graphs will serve as an important reference for activities in Part B of this unit (similarities and differences among people) and in Unit 3 which deals in part with changes in self and others.

. Read folktales from different cultures about giants and dwarfs. Discuss the advantages and disadvantages of being a certain size.

Body parts

. Ask the children to name as many parts of their bodies as they can. One way to structure this for the children might be to draw a simple human outline on the board, starting with the first part names, add parts as they are identified, and label the parts.

. Have the children shut their eyes. Call out different parts of the body. The children are to point to the part of the body called.

. 'What am I' game. Teacher gives the children various clues (e.g., there are ten of me. We are at the end of your feet...etc.) until the body part has been guessed.

. Sing songs about body parts (e.g., Hokey Pokey, Who has Toes? Head and Shoulders, Where is Thumbkin? Finger Lullaby.)

. Perform exercises using various body parts. Teacher calls out instructions such as, "make small/big circles with your arms, touch your toes, etc." For variation have children call out instructions.

. Have children paint on hands and feet and then make prints on paper. These can then be made into:

- A group display or mural with each child's prints being labelled.
- A page for children's cumulative booklets about themselves.

. Have children cut out pictures of body parts from magazines. These can then be:

- Made into a mural.
- Assembled into people (with obviously strange proportions).

Development (Cont'd)

. Once children are familiar with body parts and their functions they could try solving riddles (or making up their own) about inanimate objects:

- What has an eye but cannot see? (needle)
- What has teeth but cannot bite? (comb)
- What has legs but cannot walk? (chair)

. With the teacher's help, children can label body parts on their lifesizes outline (the one being used as a cumulative record of findings about self).

Physical features

. Mystery person - bring a child into the room behind a large piece of paper. As the paper is slowly lowered, children are to guess who it is. When they have identified the mystery person, ask them how they did it (e.g., colour of hair, the eyes, etc.).

. Using a felt board with various felt physical features or drawing on the chalkboard, discuss with the class various features. Have the children draw and colour their own features. (e.g., hair, eyes, mouth, nose).

Note: This can become a page in the cumulative booklet on self.

. Make a chart to display children's hair and eye colours beside their names. Coloured drawings as well as words could be used.

. Detective game. Teacher says, "I'm looking for a child with blond hair and lots of freckles." After the clues have been given out the child who thinks she or he is "it" stands up.

. Tell a story in which you have children supply missing information about a person's physical characteristics e.g., As I was coming to school this morning I met a person who was as tall as _____, with hair the colour of _____, etc. The might want to follow this up by drawing this imaginary person, being careful to replicate the various characteristics.

Conclusion

Note: Some of the activities listed as developmental could also be used here as a means of helping children pull together information.

. Read or tell a story to the children about a child being made fun of or not being accepted because of some physical characteristics (e.g., overweight, unusual hair colour, physical disability). Have them discuss such things as:

- Why the children in the story were so unaccepting.
- How the child who was rejected felt.
- What might be some better ways for these children to behave.

. Continue the above activity by helping the children plan and carry out an action aimed at increasing acceptance of individual physical characteristics. This might involve such actions as information campaigns or sheets which demonstrate the importance of differences, or which depict how individuals who are rejected feel.

Note: A similar but more general activity is suggested in part 2, Similarities and Differences

. Have children add to their cumulative record of findings about themselves by:

- Colouring in and labelling (with the teacher's help) their features on their life size outline.
- Adding information to their cumulative booklets, such as coloured and labelled drawings of their own features.

. Using the various recorded material (e.g., graphs of height and mass, children's life size outline record, cumulative booklets on self, charts on hair and eye colour) as a reference,

Conclusion (Cont'd)

ask children what they now know about their physical characteristics. Compare their answers and the various records with the record of answers that the children gave to the initial question when they were asked what they knew about their physical characteristics, their bodies. (Introductory activity for physical characteristics.)

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b. Feelings

- What different feelings do I have?
- When do I have these feelings?

Introduction

. Present pictures showing individual children and/or small groups of children in different situations. Ask how the children in the pictures feel and why they feel that way. Hopefully children will in some cases identify different feelings and reasons for the same picture.

. Ask the children what feelings they have and what makes them feel that way. Record their suggestions on a chart so that they can be referred back to at the end of this sequence on feelings. Now tell the children that they are going to try to find out all they can about their feelings; both what they are and what causes them.

Development

. Present the children with different real life situations and have them share how they have felt or might feel in such instances. e.g., Present general situations to do with family, friends, pets, coming to school, teachers, the playground, and so on.
Children may want to respond by describing a situation of their own and the feelings they had. If the situations and associated feelings are wide ranging, then students should have an enhanced awareness of the topic for further activities.

. To illustrate diversity in the relationship of emotions to situations, have children make masks (or pass out ones that have been made ahead of time) that show anger, happiness, fear, and sadness. Describe situations to the children (e.g., you've broken your favorite toy, you've been told you can't go out for recess today) and have them hold up the mask which shows how they would feel in that situation. Take advantage of any situation which brings out differences and ask particular children why they responded as they did. Also have them note the great similarity in responses.

. Feelings corner. This can be an ongoing activity providing repeated opportunities for short discussions. Have a large chart and an assortment of magazines. Over time children can attach pictures depicting various emotions.

. Have children make a puppet representing themselves using a paper bag and various found objects. Have them use the puppets to act out situations that made them happy, sad, afraid, and angry.

. Give the children a piece of paper which is divided into four sections and which has a face depicting a different emotion at the top of each section (e.g., happy face, sad face, etc.) Have the children draw situations in each section that make them feel the emotion shown by the face. These can be displayed without the children's names to see if children can identify which drawings belong to which child.

. Show children pictures which seem to have an obvious mood because of colour, topics, or situations. Ask the children how the pictures make them feel and why.

. Have children do a "Happy, Sad, Mad, Afraid" dance. The children perform the dance to show the emotion indicated by the teacher. (e.g., show "happiness." The children hop, skip, sing, laugh, etc. "Show anger." The children stamp their feet, growl, etc.)

. Have the children listen to selections of music which seem to depict different feelings. Ask them how the music makes them feel.

Development (Cont'd)

. Tell brief stories which are examples of children expressing feelings in various ways (e.g., Dan is angry at Tom and...hits him,...scribbles on his drawing,...tells Tom he is angry at him and why..., stays away from Tom for the rest of the day,...keeps his feelings inside, finds someone like a teacher or parent who will listen to his feelings, etc.) and ask the class which ways they prefer and why. After several such examples, see if the class can come up with any guidelines about healthy and acceptable ways of expressing feelings. These might be recorded on a chart. In addition the children might want to draw situations in which feelings are being expressed, possibly acceptably and unacceptably.

. Plan with the class some sort of action directed toward informing others about feelings, acceptance of feelings or healthy and acceptable ways of expressing feelings. Or direct the action more specifically toward some problem related to the expression and acceptance of feelings in the classroom or school. This might involve planning and carrying out an information campaign through art work. Another approach would be to have the children identify and analyse a classroom or school problem,decide on ways of handling feelings that could be helpful in dealing with the problem, and attempt to practice these. Brief group discussions of how everyone is doing and the pinpointing of examples, by the teacher, of children successfully carrying the planned feelings strategies would be logical follow-up activities.

Conclusion

. Add to the children's cumulative findings on self by:

- Individually recording the children's responses to the following statement:

  I am happy when...
  I am sad when...
  I am angry when...
  I am afraid when...

These statements can then become a part of the children's cumulative booklets about themselves. They might also be very interesting and informative to parents.

- Having the children draw pictures of situations or things that make them happy, sad, etc., and enter these in their cumulative booklets.
- Having the children put small drawings on the border of their life size outline depicting situations that make them happy, sad, etc.

. People frequently associate physical and emotional characteristics with animals. Ask the class to recall similies which express these relationships. e.g., as quiet as a mouse, friendly as a puppy, brave as a lion, wise as an owl, swift as a deer, noisy as a crow, busy as a beaver, and strong as an eagle.

- Read animal legends which illustrate various characteristics. Then have each child decide which animal he or she would choose for a "totem" or crest.

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c. Competencies

- What am I able to do? What do I enjoy doing?

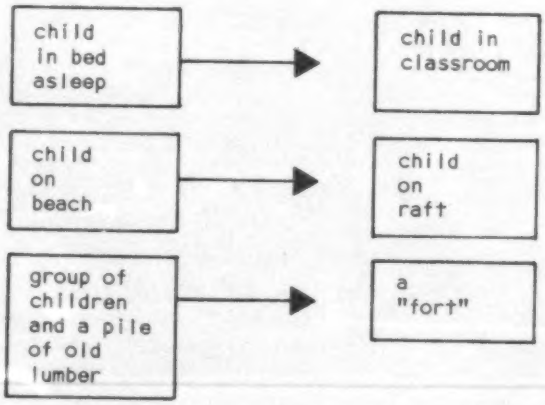
Introductory

. Describe the beginning and completion of an activity and have children guess all the activities that occured in between. e.g., "Early this morning you were asleep in bed. Now you are here. What happened in between?" After a number of activities have been identified ask the children which of these things they did themselves and list their responses.

Introduction (Cont'd)

Variation: Show the children picture pairs in which the first picture shows the begining of an activity and the second picture portrays a later stage of the activity.

e.g.,



Have the children suggest what happened in between and what the children in the pictures must have been able to do to make these things happen.

. Ask the children to name things they can do. Make a composite list that can be used at the end of this activity. Tell the children that they are now going to find out as much as they can about what they can do.

Development

. Show the class pictures of children doing such things as riding bicycles, running, skipping, or making something. Ask the class how they think the children in the pictures feel and why. Then ask the children to name things they enjoy doing and describe how they feel when they're doing them. Have them draw pictures of some of their favorite activities that they can do themselves. The teacher can help by writing on the pictures the children's stories about them. These can be displayed, possible without names on them so that other children can guess whose pictures they are. (These pictures could also be added to the children's cumulative booklets about themselves.)

. Emphasize the enjoyment we get just from being good at something. Ask the class to name things they can do. Put these on the board, possibly using simple drawings, and add other activities and skills in order to get a wide ranging list. Pick out activities and ask for a show of hands to indicate:

a. who really likes or dislikes a particular activity;

b. who thinks they are good (or becoming good) at an activity.

Questions to consider include:

- Do we usually like being good at something?
- If we do not like doing something does that make it harder to work at it and become better?
- Have you ever found that your feelings about an activity became better as you became more skillful at the activity?
- Is there something you wish you were better at? What can you do about this wish?

. "Things we can do" corner. Have a large piece of paper on which children can attach pictures

Development (Cont'd)

from magazines and other sources of things they can do. If this is treated as an ongoing activity, new additions to the chart can serve as the basis for short discussions.

. Have children who are interested:

- Demonstrate to the rest of the class something they can do.
- Show the class something they have made and tell about making it.
- Tell the class about something they can do but can't demonstrate (e.g., ride a horse).

. Have children teach others some skill that they possess. Discuss who teaches them different things. Visit or invite a community member to teach the children a skill.

. Have the children plan, with your help, a Skills Exchange Network. Have every child think of at least one thing he or she enjoys and would be willing to teach to someone else. List these by drawing beside each child's name and then have the children decide what they want to learn. This could then be followed up with:

a. planning sessions in which children decide upon what they need in order to teach their skills and in which they practice their skill;

b. exchange sessions in which the teaching and learning occurs.

This idea might be extended to another classroom, using children of the same age or older children.

. Have the children think of things they can do that an animal such as a dog can't do. Record their ideas and discuss. Could some other animal do this? Can you think of things animals do that we can't do? Do you have any idea why we can do this and the dog or other animal can't? This could be followed by:

- Children drawing pictures of what they can do that a dog can't and what a dog can do and they can't.
- Children role playing these same themes.

. Have a time when the children are able to do something of their choosing that they enjoy doing. Afterwards have a discussion in which children share what they were doing and why they enjoy doing it.

Conclusion

. Review the original list of things they can do identified by the children in the introductory activity. Ask the class to name more things they can do of which they are now aware.

. Have the children add to their cumulative records by:

- Drawing pictures (the teacher can write the children's descriptions on these). These can then be entered by the teacher into the children's books about themselves.
- Adding to their life size outline records. This could be done by having the children draw, as in the above activity, or attach pictures cut from magazines, or both.

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d. Jobs, Careers

- What jobs would I like to have?
  What can I find out about these jobs?

Introduction

. Hold up pictures of people doing various jobs and ask the children what the jobs are. They can also discuss such things as what they know about the job, who they knew that has the job, whether or not they would like the job and why.
Record the jobs the children identify along with some simple outline drawing which will

Introduction (Cont'd)

symbolize jobs on a chart:

e.g., dentist

bus driver

. Role play some jobs for the class by:

- Telling them that they will have a visitor and they are to try and figure out what job this visitor does. They can do this by watching the visitor and asking questions.
- Using minimal props (e.g., a hat, a chair) act out the job before the class by pantomime and comments.

e.g., Bus driver (props - hat and chair). Sit on chair, pretend to be holding and turning a steering wheel, and make comments such as "You kids, sit down!" "A little less noise back there!" etc.

After the class has identified several jobs record these on a chart along with any other jobs the children can name. Use the same recording techniques as in the previous introductory suggestion.

. In order to establish an initial record, have the children name jobs they would like to do. Record these as in the above activities and save the chart for reference at the end of this activity sequence. Encourage the children to tell what they know about their choices and why they chose them.
Tell the children they are now going to find out more about jobs in order to see if there are ones they would like to do.

Development

. Set up a "Job Corner." Encourage the children to add pictures (their own or from magazines) to a group chart as they come across them. This can serve as the basis for a series of clues about a particular job and children guess what the job is.

. Read stories to children in which different jobs are described as a context for the story.

. Show films or filmstrips which give insight into particular jobs.

. Have visitors come to class and answer the children's questions. The more job related paraphanalia the person can bring the better (e.g., uniforms, tools, things that are made). Such as a visit could be followed up by having children:

- Draw their impressions of the visitor's job and have their comments or evaluation of the job recorded by the teacher on the picture.
- Role play the job (variation - use puppets).

. Visit people working in the neighbourhood and find out about jobs by listening, observing and asking questions. This could be a whole class or small group activity. In either case, sharing impressions and findings as in the previous activity is important (e.g., butcher, mechanic, office worker, dentist, etc.)

Variations:

- If students can visit their parents' places of work have them tell the class about them and answer questions.
- If a student is going to a doctor or a dentist or some other job situation, have him or her report back to class.

. Playmaking. Have a group of children act out their understandings of a particular job. e.g., Bus driver. One child is the driver and the others are the passengers. Chairs can be arranged as driver's and passengers' seats. The activity might include the teacher saying

Development (Cont'd)

something like "I wonder what it's like to be a bus driver? Karen, why don't you be the driver? Pretend you are driving along and picking up passengers. The rest of you be passengers. Wait for the bus to pick you up..."
Where this sort of activity goes is quite wide open but it does give the children an opportunity to demonstrate what they know about a job, share that information, and become creative as they take over the direction of the play.

e.g., The driver might narrowly miss crashing the bus.

Behavior of the passengers might become an issue.

Whatever direction the activity takes, the play sequence can serve as the basis for further discussion about what happened and why the children would like or wouldn't like the job.

Other possibilities for playmaking:

e.g., Pilot and passengers

e.g., Dentist, patient, patients waiting
Grocery store, checkout and customers
Gas station attendant and customers in cars waiting to get gas

. Sharing job likes and dislikes. Either on the board or on a chart display the following outline:

job	
dentist	
bus driver	

Enter jobs the children have studied in the left column and have them indicate, by a show of hands, how they feel about that job. The likes or dislikes could be recorded by numerals, dash marks, or groups of faces. This activity could be expanded by having children survey preferences in other classrooms, rooms displaying the results as above, and considering the similarities and differences.

. Help the children plan and carry out activities directed at sharing their job findings and preferences with children in other classrooms. This could be in the form of songs, a skit, an information display using art, etc.

Conclusion

. Review the chart of jobs the children said they would like to do during the introductory activity and ask them to make any additions they wish.

. Have the children draw pictures of their favorite jobs:

- On pages for entry into their cumulative booklets about themselves. Any descriptive comments can be written for the children by the teacher.
- On their life size outline records.

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e. Preferences

- What do I like and dislike?
- Why do I like and dislike these things?

Introduction

. In order to focus the children's attention on the idea of preferences, tell a story in which the main character is faced with a number of choices based on preferences. At each decision point, have the class decide the direction of the story by voting according to their pre-

Introduction (Cont'd)

ferences. A rough estimate of the majority decides the direction. e.g., Michael hadn't eaten all day. He saw a small restaurant and went in. When he sat down to order, the waiter said they were sold out of everything but spaghetti, and sauerkraut and weiners. Michael decided to order ___?___. (How many for spaghetti? and so on. Continue story through dessert, further adventures involving choices about smells, etc.)

. Make a group chart with children naming things they like/dislike and the teacher recording them. Tell the children they are going to find out more about what they and others like and dislike.

Development

. Likes and Dislikes Corner. Have two charts to which children can attach pictures (cut from magazines and their own drawings.) This can be an ongoing activity and serve as the basis for short discussions about why children like or dislike something.

. Five senses booklet. The end result will be five pages, each divided into halves with the headings:

- I like the smell of _____; I don't like the smell of _____.
- I like the taste of _____; I don't like the taste of _____. and so on for all five senses.

As a prelude to having the children enter drawings into these booklets, organize concrete experiences involving each sense.

e.g., Smell - Have items for children to smell while blindfolded. Ask what the items are and whether they like the smell. Have children discuss smells and their likes and dislikes and then have them draw pictures depicting these on the "smell" page.

e.g., Taste - Have foods for children to sample. Possibly parents could help with this, especially those who might be able to make some quite different foods. Have children discuss their food likes and dislikes and enter drawings on the taste page.

e.g., Hearing - Using a record of sound effects, have children guess what is making the sounds, or have the children close their eyes and identify sounds the teacher makes (e.g., crumpling paper, chattering chalk on board, shutting the door).
Have children make sounds with simple instruments or objects in the room and discuss which are pleasing and why.
Play several pieces of music and ask the children which selections they like and dislike (and why).
After a discussion of sounds they like and don't like, have children depict their likes and dislikes on the "sounds" page.

e.g., Touch - Use a touch box in which children can feel unseen objects and then have them describe how the object felt.
Have children find objects around the room which they like the feel of or don't like the feel of. Have them explain their likes and dislikes. After a discussion of things they don't like to touch, have the children depict their likes and dislikes on the "touch" page.

e.g., Sight - Show children different pictures and have them identify those which they like looking at and those which they don't like looking at. (Discuss why). After a discussion of things they enjoy and don't enjoy looking at, have the children depict their likes and dislikes on the "seeing" page.

. Have children cut out pictures of foods, colours, scenes, etc., that they like and then mount them on a piece of paper entitled "My Favorite Things."

Development (Cont'd)

. After the completion of the day ask the children what things they liked or didn't like doing that day and why they liked or disliked these things.

. Help the children plan a series of simple skits in which they act out their reactions to things they like and dislike.

Conclusion

. Refer back to the initial "likes and dislikes" chart and have children make any additions. Discuss their additions.

. Add to the children's cumulative records by having them enter drawings of likes and dislikes on their life size outlines. These can be labelled by the teacher.

. Use the five senses booklet as a final addition to the children's cumulative booklets about themselves.

. Refer back to the chart developed at the very beginning of this unit when the children were first asked to tell what they knew about themselves. Ask them if they can add anything to this chart.

e.g., About their physical characteristics, feelings, competencies, hopes about jobs and preferences.

Do you know more about yourself now?

UNIT I TOPIC OBJECTIVES

Topic 2: Similarities and Differences

Knowledge objectives

The students should be able to:

. describe some important similarities between themselves and others.
. describe some important differences between themselves and others.

Thinking and research skill objectives

The students should be able to:

. participate in searching for information about similarities and differences between themselves and others.

Attitude and value objectives

The students should be able to:

. express their feelings about the differences that are discussed.
. react with tolerance and acceptance of those differences.
. react with appreciation to the contributions that can be made to a group by people with unique abilities and characteristics.

Social participation objectives

The students should be able to:

. with the teachers help, plan and carry out an action aimed at encouraging the acceptance of individual differences.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Similarities and Differences

- In what ways am I the same as others?
- In what ways am I different from others?

Introduction

Note: Now that the children have participated in a variety of activities relating to the concept self, they have a basis for dealing with similarities and differences among people. The focus here should be upon:

- The child comparing himself or herself with others both in the immediate environment and in physically and culturally different communities.
- Examining both similarities and differences with the major emphasis on the fundamental similarities between self and others. Any charts, graphs, etc. arising out of the previous activities on self could serve as useful starters for short discussions on similarities and differences.

. Find the humans. Draw simple outline figures of various animals on the board and intermix these with highly varied human shapes (i.e., tall, short, large, thin, bent, crouched, straight, running, etc.) Have the children take turns coming to the board and circling the human forms. Discussion:

- How did you know which ones were human?
- What things were the same about all of them? What things were different?
- How are they different from the other animals?

. Similarity of basic needs:

a. Pose the question, "What do we really need to stay alive?"
As each suggestion is made, record it with the word and a simple outline drawing. After a fairly wide range of ideas are on the board, go back and discuss each. Do we really need this to live?

Why?

or

b. Hold up pictures of various items and human activities, and ask if we really need this to stay alive and why.

or

c. Have the class pretend they are on a large ship and it's very rough. (Encourage the children to act out situations - e.g., rocking, hanging on, etc.) The ship is going to sink. There is a small island nearby (no water, food, etc. on it) and they have to quickly decide what to get out of the ship's supplies to take in the lifeboats. Emphasize that it should only be really important things since the lifeboats have only a little extra room. List all suggestions. "O.K., we've made it to the island. Let's unload our 'stuff' and look it over" (children act out).
Referring to list, discuss which were good choices and why.

In all three options above, a final discussion could emphasize basic human needs such as food, clothing, shelter, love, friends, etc. which we all share. At the same time, point out that there are differences in how we fulfill these. Ask such questions as "It seems we all agree we need _____ (e.g., food) but do we all like the same _____?"

. Have two children stand beside each other before the class (sensitivity to which children is important here). Remind the class that they have found out a great deal about themselves and that now they are going to explore ways in which they are the same as and different from others. Ask the group how the two children are the same and different and record their suggestions.

Close the activity by saying something to the effect that, "Now we are going to see how many more ways you can find that you are the same as others and different from others."

(Save this initial listing of similarities and differences).

Development

. Important insights into similarities and differences can arise from experiences related to the lives of children in different communities:

e.g., - Children in traditional and modern native communities
- Children from communities that differ in terms of urbaness or ruralness
- Children from different ethnic groups

Children could find information about similarities and differences through such experiences as:

- Stories, films, etc., about children in different places and times
- Inviting visitors to come to the classroom
- Visiting others
- Sharing the differing backgrounds of the children in the room

Space and time can be dealt with as simply far away or long ago without any great concern about being more specific. Possible activities for sharing internalized understandings arising out of the above activities include:

- General similarities and differences discussions.
- Discussion of the different ways in which basic needs are met with emphasis on why some of these differences might exist.
- Role playing and playmaking (see developmental activity under job hopes) based on experiences that might occur in the daily life of children about which stories have been read or films have been seen.
- Values discussions in which children experience some differences and talk about how they feel about them and why.

An activity can focus on a general search for similarities and differences.

e.g., How am I the same as the children in this story, film, etc.?
How am I different from the child(ren) in this story, film?

Or it can focus on similarities and differences in one or more specific aspects of self.

e.g., Physical characteristics, feelings, competencies, job hopes, preferences, languages

. Prints

a. Have the children paint their hands and feet and make prints on one large sheet of paper (or use prints made as a developmental activity under physical characteristics - body parts). Discuss how they are the same and different. Showing a picture on animal footprints might highlight the point that our prints are in a sense more alike than different.

b. Tell the children that they are going to be detectives and study prints more closely. Using an ink pad (this might be done with small groups ahead of time) have the children make finger prints. (Note: The initial print after the ink has been applied is usually rather smudged. The second and third prints are better for this purpose). Each child can have his or her own piece of paper with prints so that pairs of children can study each other's prints and see how they are the same or different.

. Play a game to compare similarities in physical features. The teacher calls out instructions such as "all blond haired children in the room hop three times, all brown-eyed children skip around the room...etc."

. Same-Different game. Have two children who share a physical feature come to the front of the

Development (Cont'd)

room. The child who is picked to be it must identify either what phsycial feature(s) the two children at the front share or which physical feature(s) is different.

. Explore the variety of language/dialects spoken in the class. Make a tape of the various ways of saying common words in these other languages e.g., hello, welcome, goodbye, etc.

. Make simple picture graphs to display the relative number of children with a given hair or eye colour.

e.g.,

Use coloured symbols

Discussions about which colour is most common, etc. can follow. This can be extended by having groups of children survey the distribution of these features in other rooms and seeing if they are roughly the same.

. Similar and different feelings and the situations in which we feel them.

Repeat the second developmental activity under feelings. This time place a greater emphasis on any differences in feeling that children might indicate in responses described by the teacher. Discuss different feeling responses in terms of:

- Why particular children feel as they do about a given situation.
- Why different children might feel differently about the same situation.

. Survey of similarities and differences in preferences e.g., Foods - Have a chart with six or seven likely popular foods listed and pictured down one side. Ask the students which ones they think will be the class favorite. Then take a count of actual favorites (one favorite per child) and record the results (e.g., hamburgers).

. This activity could be extended to surveying favorite foods in other rooms, each time having the children predict, collect information, and then discuss their finds. Possible questions include:

- Is this what we guessed the favorite food would be?
- Why do you think so many of the children like _____?

  (e.g., Big Macs - see them on T.V.)

- Why do you think they had a different favorite than the one we guessed?
- What would it be like if we all had the same favorites?

  T.V. programs, games, pets, etc. could also be suitable topics for survey and discussion.

. Ask the children whether or not they think there are any problems connected with individuals or groups being rejected because of particular characteristics or disabilities in their school or neighbourhood. If the answer is yes, or if you are aware of a problem that you think is relevant to your students, see if you, and the children can cooperatively plan some sort of action that might alleviate the problem. For example the children might want to increase the awareness of other teachers about the problem, they might want to use art work or a play to encourage their peers to think about how children who are the object of ridicule feel or they might decide to be good examples by planning and carrying out accepting behavior towards others.

Conclusion

. See what the children can add to the initial similarities and differences chart that was developed in the third introductory activity. References by the teacher to particular same/different activities that have taken place could help students come up with ideas.

UNIT II-MY SCHOOL AND ITS NEIGHBOURHOOD

UNIT II OVERVIEW

This unit provides children an opportunity to study their school and its neighbourhood. Emphasis is placed on active exploration as a means of becoming aware of their new environment, its physical and functional layout, and the ways in which the various people in that environment influence and are dependent upon each other. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Locations and Their Uses in The School and its Immediate Neighbourhood

   - What do we know about our school and its neighbourhood?
   - What different places are there in and around the school?
   - What are these places like and what happens in them?

2. Other Classrooms

   - What happens in other classrooms?
   - How are they the same as and different from our classroom?

3. Adults in the School

   - What are the jobs of the different adults in the school?
   - How does what these adults do affect us?
   - How does what we do affect them?

4. Group Interaction in the Classroom and School

   - What problems do we and others have in working and playing together in our school?
   - How can we work and play together better?
   - What can we do to improve how people work and play together in our school?

UNIT II TOPIC OBJECTIVES

Topic 1: Locations and Their Uses in the School and its Immediate Neighbourhood

Knowledge objectives

The students should be able to:

. locate important rooms and areas in and around the school.
. describe the uses of these rooms and areas.

Thinking and research skill objectives

The students should be able to:

. give verbal directions for getting to different locations in and around the school.

Attitude and value objectives

The students should be able to:

. gain more confidence in their travels around the school.

Social participation objectives

The students should be able to:

Social participation objectives (Cont'd)

. with the teacher's help, plan and carry out actions aimed at introducing new students and visitors to the school and its neighbourhood.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Introduction to Unit

. Help the students remember what they knew and felt about their new school upon first arriving there. The teacher can use two puppets to stage an imaginary conversation in which the puppets, who are two children coming to school for the first time, exchange questions and comments which reveal their anxiety and lack of knowledge about the school. The puppets ask each other questions such as:

- Why are those bells ringing?
- Who is that man with the _____?
- How do I get to _____?
- There are a lot of big kids around here (e.g., in halls, and playground).
- Where's the bathroom?

. Children might be encouraged to give answers when the new children (puppets) ask their questions. After the conversation have the children share their recollections of how they felt, what puzzled them and so on. Tell them they are now going to see how much they can find out about their school and its immediate environment.

Topic I: Locations and Their Uses in the School and its Immediate Neighbourhood

- What do we know about our school and its neighbourhood?
- What different places are there in and around the school?
- What are these places like and what happens in them?

Introduction

. The teacher pretends to be new to the school and asks the class questions such as:

- How do I get to _____ from here?
- What is (describes places in or near school) used for?

. A real visitor could be used in place of the teacher. Summarize the children's current knowledge of the school and surroundings by having them name as many places and uses as they can. Enter their information on a chart.

Places	Uses

- Tell the class that they are now going to find out all they can about places in and around their school.

Development

. Take the class for a walk through the school and ask them what goes on behind each door that is passed, in each place that is seen. This walk can then be extended to areas outside the school (e.g., play areas, nearby buildings, etc.)

. Upon returning to the classroom, ask the class to recall places they didn't know about. List these on a chart as places to find out about.

. Have the whole class or groups find out about places arising out of the above activity.

e.g., Have the custodian (or whoever uses a particular place) give the children a tour.

Development (Cont'd)

e.g., Visit buildings that are near the school (e.g., curling rink, store)

They can then discuss what they found out and make drawings of some aspect of it.

. Model of the school and immediate environment. Make an outline of the floor plan of the school using blocks or other three dimensional material.

Possibly the basic outline can be done on a table ahead of time. (Leave plenty of space around the model for adding items outside the school) and then have the children watch as some details are filled in such as classroom walls.

Ask the class questions such as:

- What do you think I'm making?
- Where is our room?
- What other rooms can you name?
- Where should I put the _____ (items outside the school)?

Children can build their own models and engage in imaginative play with them.

Extend the model to the school's immediate environment by adding streets (masking tape), buildings (e.g., blocks), trees (e.g., twigs in plasticine) and so on.

- Have these items ready ahead of time and have the class advise you (or class members place them) as to where to put them. Then take the class on a walking tour to observe the items. After returning to class, discuss the various locations and have students indicate what changes they think are necessary.
- Again, students can make their own models, add to the one developed by the teacher, and generally engage in imaginative play (e.g., moving small plastic people in the school, model cars outside the school).

. Blind walk. Blindfold a group of children, lead them to another part of the school, and then have them:

- Try to guess where they are with their blindfolds on.
- Take off their blindfolds and check their guesses (or continue to guess if they weren't successful with the blindfolds on).
- Have the children discuss the clues they used (e.g., sounds, smells, the feel of a wall, particular objects, etc.)

. Game based on clues about places in and around the school. The teacher gives a sequence of clues such as, "The room I am thinking of is yellow...It is much bigger than our rooms... etc.," and the children try to guess which room is being described. As an alternative the clues could focus more on the activities that occur in a given place.

. Have the children plan how they will introduce new students or visitors to the school and its neighbourhood. Where will they take them, what will they tell them about each location, and who will they introduce them to? They might also consider whether posters or other art work in strategic locations around the school would be useful. The children can then individually or in small groups take turns at giving tours of the school as the need arises.

Conclusion

. Have puppets (or the teacher acting as a visitor) once again ask questions about the school. See if the children's answers explaining how to get to various places or what different places are used for demonstrate greater knowledge than in the introductory activities.

. Have the children see if they can add to the Places and Uses chart developed in the introductory activities.

Conclusion (Cont'd)

. Have children begin a booklet about their school. Information from this first section of the unit could include:

- Drawings of the school or places in or around it.
- Drawings of the activities going on in different places.
- The teacher can record the children's comments on the pictures.

UNIT II TOPIC OBJECTIVES

Topic 2: Other Classrooms

Knowledge objectives

The students should be able to:

. describe some of the similarities and differences between activities in their own and another classroom.

Thinking and research skill objectives

The students should be able to:

. predict similarities and differences before visiting another classroom.
. observe and identify similarities and differences in another classroom.
. compare predictions and observations.

Attitude and value objectives

The students should be able to:

. share how they feel about older students in the school.

Social participation objectives

. with the teachers help, plan and carry out an activity aimed at increasing positive interaction between themselves and older students in the school.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Other Classrooms

- What happens in other classrooms?
- How are they the same as and different from our classroom?

Introduction

. Set the class the task of explaining to an imagined newcomer (the teacher could play this role or perhaps use a puppet) the usual daily sequence of events or activities in their classroom.

- If necessary, prompt with such questions as "What do you do when you first come to the classroom? What happens next?..." Record their sequence on the board with words and simple pictures.
- Then ask the class if they think children in (teacher's name) room do the same sorts of things or different things. Ideally, this would be a room that you have already arranged for the children to visit and observe and that has a high enough grade to be quite different. Make a chart of the similarities and differences predicted by the children.
- Also discuss why they expect certain differences.

Development

. Visit other classrooms. This can involve the whole class going to one or more rooms or small groups going to different rooms.

- While visiting a room, children might be paired with older students and spend sufficient time to see a cross section of activities.
- In preparing the students for the visit, tell them to be on the watch for things, activities, what the children learn, what the teacher does, furniture, wall displays, room arrangement, and so on that are the same and different. When the group has completed their visit they can share and compare their impressions by:

  Discussing what they did and saw;
  Discussing what they liked and didn't like and why;
  Discussing why the children were doing some of the activities that were different;
  Comparing their observations with their predictions;
  i.e., Did the similarities and differences they predicted exist? Were there other similarities and differences?
  Drawing pictures depicting things they remember about the other classroom.

Note: In a one or two room school, it might be possible to base the above activity on a visit to another school.

. Have students from a higher grade come to the classroom and teach the children some skill they have learned.

. Find stories, films, or pictures that give an idea of classroom life in other cultural or geographical settings.

e.g., - A classroom in a small northern community
- A classroom in a Hutterite community
- A classroom in a far away country
  - China
  - Africa
- Have the children look for similarities and differences and see if they can guess the reasons for some of the differences.

. Help the students plan some way to involve themselves and the students in a joint activity. This might be a one time event such as asking the students from an upper grade to help them with some project, such as improving a play area, planting some trees, etc. Or it could be some sort of sequence in which the younger and older students work together over a longer time.

. As a follow-up to the above activity, have the children discuss how they feel about working with these older students. Do they feel any differently about them now than they did before? Do they enjoy working with them? Why or why not? How could these sessions be improved?

Conclusion

. The children can discuss the things that impressed them about the classrooms they visited. Then have them make further drawings depicting some things they saw in other room(s) and add them to their booklets about the school.

UNIT II TOPIC OBJECTIVES

Topic 3: Adults in the School

Knowledge objectives

The students should be able to:

. name some adults in the school and describe their major responsibilities.

Knowledge objectives (Cont'd)

. describe some of the ways in which they are affected by the roles of these adults.
. describe some ways in which they affect these adults.

Thinking and research skill objectives

The students should be able to:

. collect data on various jobs in the school through observation and questioning.

Attitude and value objectives

The students should be able to:

. share their feelings about adults in the school.
. begin to feel at ease with adults in their school and to look to them for assistance.

Social participation objectives

The students should be able to:

. with the teacher's guidance, plan and carry out activities aimed at helping and encouraging others to help adults in the school.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Adults in the School

- What are the jobs of the different adults in the school?
- How does what these adults do affect us?
- How does what we do affect them?

Introduction

. Who am I? The teacher gives a series of clues relating to an adult's job in the school and has the class guess who is being described.

. Ask the class to name all the adults that work in or come to the school. This can include those who are regularly in the school, those who come to the school to provide specialized services, those who come to deliver or repair things, those who come to do volunteer work and so on. The smaller the school the more it will be necessary to look to people outside the school who provide occasional services.

- Follow this by having the children give their ideas about what each person does in the school. Keep the list of adults named for summarizing this activity sequence.

Development

. Have the children share how they feel about different adults in the school. Do they seem friendly, scary, etc.? This might be discussed both before and after the following investigation. If the investigation makes the children feel more at ease with adults in the school, this might be evident in their comments.

. Engage the class in a series of mini-investigations into school jobs and their effects on the children. Each study can be structured with the following activities.

- Ask the children what _____ does. Keep a record of their ideas; a chart with statements and simple stick figures.
- Have the children seek further information. In the case of adults who have an office or work area in the school, go to see them in action. For adults who visit

Development (Cont'd)

the school, have them come to the classroom.
- After the visit discuss what was found out. At this point have the children make additions or corrections to their initial guesses about the person's job.
- Have the children express and share their impressions through activities such as:

Drawing, painting, etc. This might be individual work which could then be assembled into a large wall display on a particular job:

Acting out their impressions of the job through imaginative play. This can be fostered by having a mock-up of the job situation set up in a corner of the room. e.g., a desk, chair, telephone, etc. for the principal; a hat, steering wheel, container boxes, etc. from the milktruck, and so on. (Old adult clothes would also help.)

- Have the children sit in a circle and join hands. Select several children around whose necks you hang job cards (e.g., principal, custodian, secretary, etc.). Then have short "What if...?" discussions by removing one of the children with a job card from the circle and asking the children what would happen in the school if that person wasn't there, if that job wasn't done. Focus on what sort of difference the absence of this job would make to the children's lives in the school.
- Have the children consider ways in which they can help the person being studied and then carry out some of these actions. This might involve the children asking the person what they can do to help. They might also try to influence other children through some sort of information campaign.
- Have the children discuss briefly which job(s) they liked the best and why.
- Have the children make a one page drawing of their impressions of each job. Their comments can be added by the teacher.

. Have the children consider how they affect adults in the school. Some possibilities for starting such a discussion include:

- Acting out the role of a particular adult(s) in the school as they are reacting to various child behaviors.
- Having an adult describe how their job is affected by what children do or do not do.
- Having children role play an adult and some children in common situations. (e.g., the school secretary with five children all wanting something at the same time).

Conclusion

. Present the children with problem situations in story form (or the teacher or selected children can act these out) and have the children suggest which adult in the school might help with the problem.

e.g., a child is feeling sick
a child sees water leaking from a wall

. Have the children add their drawings of each job situation to their cumulative booklets about their school.

. See if children can add to the initial chart on jobs in the school.

UNIT II TOPIC OBJECTIVES

Topic 4: Group Interaction in the Classroom and School

Knowledge objectives

The students should be able to:

. describe some of the things people do in order to work and play togehter successfully.

Knowledge objectives (Cont'd)

. describe some significant classroom and school rules and the reasons for the existence of these rules.

Thinking and research skill objectives

The students should be able to:

. observe group interaction in and around the school.
. identify problems arising from group interaction.
. participate in suggesting solutions to identified problems.

Attitude and value objectives

The students should be able to:

. share their feelings about adults and children working and playing together.

Social participation objectives

The students should be able to:

. with guidance from the teacher, plan and carry out activities aimed at improving group life in their classroom and school.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: Group Interaction in the Classroom and School

- What problems do we and others have in working and playing together in our school?
- How can we work and play together better?
- What can we do to improve how people work and play together in our school?

Introduction

. Present the children with typical problems related to group interaction in the classroom and school.

e.g., - two children are struggling over a toy
- a child running down the hall collides with a suddenly opened door
- a child goes to use some materials and finds them scattered over the floor or many pieces missing
- one child wants to play a game but another refuses to participate

Possible means of presentation include:

- Pictures showing problem situations.
- Puppets acting out the situations.
- The teacher telling a story which embodies the situation.

Have the children discuss the problems in terms of questions such as:

- What is wrong here?
- How could these children make the situation better?

. Tell the class that they are going to study how they get along with others in the classrooms and school and how to do this better. Record on a chart any ideas they have about what people need to do in order to get along together and save the chart for the culminating activities.

Development

Rules

Development (Cont'd)

. Present the class with rules oriented problem situations using the strategies suggested in the initial introductory activity on group interaction.

- After a discussion of the problems and possible solutions, ask the children to describe as many rules as they can pertaining to classroom and school life.
- Brief discussions over time could then focus on:

  How the children feel about a particular rule.
  Whether or not they ever feel like breaking it.
  Whether or not they think it is a good rule and why.

. What if...? The function of particular rules can be highlighted by posing questions to the children on the theme of, "What if there was not a rule about _____ (e.g., voice level, running, etc.)

They can explore their ideas about these, "What if...?" situations by:

- Small groups of children taking turns in acting out their ideas on what would happen.
- Drawing pictures of what might happen.
- Developing an experience chart story which is based on a probable outcome.
- Discussing outcomes.

. Observing rules in action. Groups of children can be given the task of observing to see if certain rules relating to such areas as the halls or playgrounds are followed. It is probably important to emphasize that the point here is not telling on others but simply seeing if rules are obeyed or broken. Have the children share what they observed and discuss questions such as:

- Did most of the children you saw obey or disobey the rule?
- Did they only break a rule when no teachers were present?
- Why do you think they broke the rule(s)?
- What problems arose (or could have arisen) from these rules being broken?
- Is this an important rule? Why?
- If so, what can be done to get people to obey it?
- Can we do something?

. Who makes up the rules? Point to particular rules the children have identified and ask them who made the rule. Record the guesses and then verify by checking with the teacher and principal (i.e., have the principal come to the classroom and explain how the rules are made and why particular rules exist.)

. No rules. Start the class into a game in which certain basic rules have been omitted. (e.g., rules related to such things as how turns are ordered, how you know when somebody is out, what areas players have to stay in). When problems start to arise, stop the game and ask the children what the problem is. Have them suggest a rule for the problem area. They could also discuss why it is necessary to have rules in games.

Sharing

. Present the class with typical sharing oriented problems arising in classroom and school life. Use the strategies suggested in the initial introductory activity on group interaction and have the children:

- Identify the problem as they see it.
- Suggest solutions.

. "What if...?" Ask the children what would happen in particular situations if there was no sharing. e.g., only three balls for the whole class at recess; not enough room for all on the climbing toys.

- How would the children feel in a "no sharing" situation if they either had the

Development (Cont'd)

toy or didn't have the toy. The children could draw pictures to show such a 'no-sharing' situation and have the teacher record their thoughts on how the children in the picture are feeling.

. To illustrate the idea of sharing have the children bring a favorite record or toy to school. Have the children share in playing with the toys and listening to the records. Discuss what sharing means and why share. Emphasize that by sharing everyone had a chance to taste, listen...

. Ask the children to come up with things they share with classmates and family members. Put the responses given by the children on a chart titled, I share...

. Share a favorite record or story of yours with the children and tell the children how you feel about sharing. To emphasize the benefits of sharing try different situations. At snack time present four apples. "What should I do so all of us have a taste of apples? Or at the start of an art activity, say "I only have five boxes of crayons. What should I do so all of us have a chance to colour?"

. Have the children cut out or draw pictures of things they share (toys, foods, a room at home). Put these pictures in a book called "I share."

Cooperation

. Present the children with cooperation oriented problems using the strategies suggested in the initial introductory activity on group interaction.

e.g., - a group of children have a job to do and one or two won't help
- a group of children are trying to play a game and another child keeps running off with their ball

. To develop the idea of cooperating and its importance: play various group games (Red Rover, Hide and Seek, Tag...) After playing the games have a discussion. Some important questions to ask: What would happen if the child that was it in tag decided not to play? What if several children didn't want to play hide and seek? Emphasize everyone must work together to play games or activities.

. After a day's activities ask the children what activities or things they worked together at. They will vary from building things with blocks to playing house. Make a chart of these activities and display it.

. Have the children do a mural to illustrate working together. The mural can be done around a theme that is currently being discussed.

. To help the children understand how important it is for them to cooperate in a group situation have them dramatize several situations like: 1) putting out a fire; 2) painting a house; 3) operating a store. Discuss with the class how each person in the group by cooperating contributed to the success of the task.

. Have the children work together on planning an activity in the class i.e., preparing and setting up a snack.

. Have the children draw pictures of things they have done with others i.e., building a sand castle.

Responsibility

. To illustrate the idea of responsibility ask the children what tasks or chores they are responsible for or undertake at home. These of course will vary from getting dressed to cleaning up toys, feeding the pet.

. Present the children with responsibility oriented problems using the strategies suggested in the initial introductory activity on group interaction. e.g., a classroom animal dies;

Development (Cont'd)

three children meet to play a game, but the child who agreed to bring a ball has forgotten it.

- Discuss how responsibility means that you are counted on to undertake the task assigned whether it be feeding the dog or dressing yourself. Put the tasks that the children are responsible for on a chart.

. Assign helpers each week to be responsible for various tasks in the room. (cleaning up, handing out a snack)

. Bring a pet (goldfish...) or a plant to school. Have the children take turns being responsible for the care of the pet or plant. Discuss how the life of the plant or pet depends on taking the task seriously.

. When doing an art activity have various children responsible for tasks (handing out scissors...)

. Take a tour of the school and have the children note the responsibilities of various members of the school. I.e., custodian cleaning and school maintenance, principal, teacher aide.

- Emphasize the importance of each of these persons to the running of the school. Write up an experience chart i.e., on our walk through school we saw...

Conclusion

. The children should now be aware of various problems arising in the ongoing life of their classroom and school. Ask them which problems are particularly serious in their view. Which problems do they really wish did not occur? After the most serious ones have been identified, ask the children if they have any ideas about how they can help solve these problems in their classroom and in the school. Help them plan some actions aimed at influencing the problems. Depending on the problems identified, these actions might include:

- Publicizing the problem through art displays etc.
- Generating guidelines for working and playing with others and publicizing these.
- Putting the guidelines into practice themselves.
- Informing adults who might be able to influence the problems.

. Have children add drawings on the various aspects of group interaction to their booklets.

. Have the children look over their initial chart (from the second intrdocutroy activity) and see if they can suggest any further things that are necessary to improve group interaction.

UNIT III-CHANGES IN ME AND MY WORLD

UNIT III OVERVIEW

This unit provides children with an opportunity to explore changes in themselves, in others, and in their immediate social and physical environment. Emphasis is placed on different sorts of changes, the effects of changes upon the children and the ways in which they cause change. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Changes in Myself and Others

   - In what ways are we changing?

2. Changes Around Us.

   - What are some of the changes going on around us?
   - How do these changes affect us?
   - What changes do we cause in ourselves and in people and things around us?

UNIT III TOPIC OBJECTIVES

Topic I: Changes in Myself and Others

Knowledge objectives

The students should be able to:

. describe some major changes that are occuring in themselves and their peers. (I)

Thinking and research skill objectives

The students should be able to:

. question parents or guardians in order to find out information about their early childhood. (use discretion in light of children's situations.) (I)
. observe the behavior of a baby and note differences between the baby and themselves. (I)

Attitude and value objectives

The students should be able to:

. discuss how they feel about some of the changes they are and will be undergoing. (I)

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Introduction to Unit

. Show the class picture pairs that depict a change.

e.g., - seed - plant
- same scene - different lighting
- puppy - dog
- egg - chicken

General Introduction to Unit (Cont'd)

- new toy - broken toy
- vacant lot - completed building

- Have them identify what has happened in each of the pairs and what is the same about all the pairs. After a general discussion about changes the children can think of and how they feel about such changes, tell them they are going to see how much more they can find out about changes in themselves and around them.

. Observe changes in living things through such activities as:

- Bringing a baby and adult animal to the room.
- Visiting a farm.
- Collecting pictures.

. Encourage the children to note differences. This could be followed by:

- Discussing differences.
- Making a chart of differences.
- Doing artwork depicting differences.
- Classifying pictures of adults and young animals into the two categories.
- Matching pictures of animals to their young.

Topic I: Changes in Myself and Others

- In what ways are we changing?

Introduction

. Show the class a picture of a baby and ask them what they know about babies (e.g., What do they like? What can they do? What do they need?) Then have the children name as many changes as they can that have occured in them since they were babies. Make a chart listing all the changes they identify. (Save this chart for the completing activities). Now we are going to see what else you can find out about changes in yourselves.

Development

. Then and now bulletin board. Have children bring baby pictures and post these without names so that children can try to guess the identity of each baby. A few days later, post current pictures of each child beside their baby pictures.

. Have the children seek out information at home about themselves as babies and very small children.

e.g., - what they liked to eat, do, etc.
- physical characteristics

- This could be structured by having questions written out for the children to take home. Using this information the children can draw pages for a booklet on the theme of how they have changed. (e.g., favorite food when I was a baby, favorite food now, what I could do when I was a baby, what I can do now, etc.)

. Using the children's "When I was a baby..." and "Now..." drawings, ask the children to share and explain their feelings about various changes they are or will be undergoing.

- How do they feel about certain new abilities?
- How do they feel about certain responsibilities that often go with growing up?
- Are there things they miss about being younger?
- What changes do they look forward to and why?

. Read stories on the theme of growing up, learning how to do new things, feeling differently about things, etc. These can be followed by such activities as discussion focusing on analogous changes in the children's own lives or acting out aspects of the story.

Development (Cont'd)

. Have a mother bring a baby to class, ideally several different times. Have the children observe and discuss what the baby can do and what it needs to have done for it. Further activities include:

- Taping sounds the baby makes.
- Making an experience chart on what the baby can do and what it needs to have done for it.
- Thinking of things to have or do in the room that would make the baby feel safe, comfortable, etc.

. Have a slightly older child visit the room (1-3 years old). Observe and compare it with the baby and what the children are like now. This can be followed by activities such as suggested for the baby's visits.

. To illustrate that different environments can cause changes in us:

- Have the children crowd into a small space (e.g., all seated close together on the floor of a small room.)
- Have them go to the gym or outside and spread out.
- Discuss how they felt in each situation and what they felt like doing.
- See if they can think of other environments that have influenced how they felt.

Conclusion

. Refer children to their initial chart on ways in which they are changing and see if they can add to it.

. Add drawings to the children's change booklet. The "When I was a baby..." and, "Now..." drawings from the second developmental activity would be appropriate.

UNIT III TOPIC OBJECTIVES

Topic 2: Changes Around Us

Knowledge objectives

The students should be able to:

. describe some changes in and around the school.
. explain how these changes affect them.
. describe some ways in which they cause changes in their world.

Thinking and research skill objectives

The students should be able to:

. observe and collect information about changes around them.

Attitude and value objectives

The students should be able to:

. share their feelings about different changes going on around them and explain why they feel as they do.

Social participation objectives

The students should be able to:

. with the teacher's guidance, plan and carry out changes in their classroom and larger school environment.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Changes Around Us

- What are some of the changes going on around us?
- How do these changes affect us?
- What changes do we cause in ourselves and in people and things around us?

Introduction

. Periodically change some aspect of the classroom (e.g., position of teacher's desk, a display) and ask the children if they notice anything different. Do they like the change? Why or why not?

. Change an established practice which the children take for granted (e.g., leave out an established daily activity, change the basis of selecting a child for a job, etc.) If the children react and question the change, discuss it in terms of whether or not they like it and why.

. Have the children name changes they know about that happened in the school and its neighbourhood. (Save the chart). Then establish the purpose by telling them that they are going to find out about more changes around them.

Development

. School long ago.

- Have an older person visit and talk about what their early school was like. Make this concrete by recreating some aspects of the environment and practices described. e.g., - try out having straight rows and children sitting quietly, hands on desks, etc.
- Have the children react to simulated experience in terms of how they liked or didn't like it and why. They might also follow up the visit by:
  - drawing pictures of their idea of the 'long ago' classroom;
  - having a corner with appropriate props in which they can recreate what they have heard through imaginative play.

. Read stories about classrooms, schools and neighbourhoods of the past. Follow-up activities can focus on identifying specific changes between what is described in the story and the children's present situation, and on the children's evaluations of these changes (e.g., Do they like them? Why or why not?)

. Changes during the day.

- Walk through the school at 9:30 a.m. or a quiet time. Observe and discuss quietness, lack of students in the hall, classrooms, coats, boots, etc. Walk through the school at the beginning of recess when there are many students around. Observe and discuss differences. Make a chart of these differences.
- Walk outside with the class during a quiet time to observe the playground noting some of the following: quietness, litter, equipment, children, etc. Discuss. Go outside at recess. Observe and discuss differences. Draw their favorite time. Share and discuss their pictures.
- Take a walk in the neighbourhood. Have the children observe their surroundings carefully. Make a list of children's observations. Field trip - at a different time of the day. Have children observe any changes. Make a chart listing changes, e.g., street light changes, more cars at certain hours, people. Discussion - why there are more cars, people, etc.

. Take advantage of any change going on in the school's immediate environment. If there is some form of construction, a building being torn down, some buildings being painted, recreational facilities being created, - any significant and observable sort of change, - use it as the basis for a series of short field trips. Some possible activities that could be used as follow-ups include:

Development (Cont'd)

- Draw what was observed on each outing. Display the drawings in order to depict change.
- Talk to people working at site of change.
- Discuss changes that were observed during successive field trips.
- Make experience charts of what was seen and add to these with each trip.
- Make a model of the site with children. This could involve various toys and be the basis for imaginative play.
- Read stories related to the changes being observed.
- Have building materials such as sand, blocks, plastecine, etc., with which children can imitate processes observed.
- Discuss how they feel about the change. Focus on advantages and disadvantages.
- Show the children pictures of the change process and have them put the pictures in sequence.

. When discussing a given change in the immediate environment, ask the children how the change affects them. Do they like the change? Why or why not? A chart on how the change affects them can be made and displayed. Changes such as new recreational facilities or the disappearance of vacant lots would lend themselves to this treatment.

. Provide opportunities for children to make changes in their environment by having them:

- Make decisions about rearranging some aspects of the room.
- Help construct and decorate play areas in the room. Use large cardboard boxes.

. If there is a recreational or other facilities being developed near the school that will likely affect the children, have them study it and find out just what is planned. If they have any ideas about what they would like in such a facility (e.g., types of equipment in a school playground) they might, with the teacher's help, make pictures of their ideas and present these to those responsible for the development.

. Designing an ideal classroom, playground, etc. Using a large table top and various materials such as blocks, small boxes, plastecine, branches, popsicle sticks, etc., have the class participate in designing an environment.

- Engage the children in discussion about what they like and dislike about a particular area.
- Provide new ideas through pictures (e.g., playground with different equipment).
- With the children's advice, start placing different items. (Ask them to explain why they want certain items and arrangements.)
- At a later date see if anyone wants changes. Make them and discuss reasons for the changes.
- Have children build and play with their own models.

Note: The hypothetical area (e.g., room, playground) can be based on the children's classroom or the school's playground and thus be an initial exercise in map skills. Correspondences between items placed and outside locations can be discussed and checked.

. Take the class for a walk around the school or neighbourhood and have them watch for things that don't change. Make a chart of these. Obviously some things change but only very slowly. Don't push this issue but if some children challenge an item (e.g., "The sidewalk doesn't change" response - "Sometimes it's wet" or "it cracks,") encourage such discussion.

Conclusion

. Have children add to their initial chart on changes around them.

. Have them add to their booklets on change with items from some of the above developmental activities.